

GRAMMAR & VOCABULARY

B2

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Inversion - Sound More Advanced

VOCABULARY BRAINSTORM

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Basic Word	Advanced Synonyms / Collocations	Example Sentence
Important	Crucial, significant, of utmost importance, a key factor, a pivotal role	It is crucial to plan ahead before an exam.
Big	Substantial, considerable, massive, enormous, vast	The company made a substantial investment in new technology
Difficult	Challenging, demanding, strenuous, complex, tough	Passing the B2 exam is a challenging but rewarding experience
Interesting	Fascinating, captivating, engaging, intriguing, thought-provoking	The documentary was truly thought-provoking
Improve	Enhance, boost, strengthen, refine, advance	Reading regularly can enhance your vocabulary skills



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A. INVERSION – SOUND MORE ADVANCED

◆ WHY USE INVERSION?

- INVERSION MAKES SENTENCES MORE SOPHISTICATED AND FORMAL, WHICH IS IDEAL FOR WRITING AND SPEAKING IN THE B2 CAMBRIDGE EXAM.
- IT IS OFTEN USED AFTER NEGATIVE ADVERBIAL PHRASES (E.G., NEVER, RARELY, ONLY, NO SOONER).

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IN THE B2 CAMBRIDGE EXAM, INVERSION CAN HELP IN:

- ✓ WRITING (FORMAL LETTERS, REPORTS, ESSAYS) – ADDS EMPHASIS AND VARIETY.
- ✓ SPEAKING (PART 3 & 4 DISCUSSIONS) – IMPRESSES EXAMINERS WITH ADVANCED STRUCTURES.

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A. INVERSION – SOUND MORE ADVANCED

1 RULE: INVERSION AFTER NEGATIVE ADVERBIALS

WHEN A NEGATIVE ADVERBIAL (SUCH AS NOT ONLY, HARDLY, LITTLE, NO SOONER, RARELY, UNDER NO CIRCUMSTANCES, ONLY WHEN, SELDOM) STARTS A SENTENCE, WE INVERT THE SUBJECT AND AUXILIARY VERB.

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1 RULE: INVERSION AFTER NEGATIVE ADVERBIALS

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Negative Adverbial	Example Sentence (Normal Order)	Inverted Sentence (Advanced Version)
Not only	She completed the project on time, and she also received an award.	Not only did she complete the project on time, but she also received an award.
Hardly	I had just sat down when the phone started ringing.	Hardly had I sat down when the phone started ringing.
Little	He didn't know that his decision would change his life forever.	Little did he know that his decision would change his life forever.

Negative Adverbial	Example Sentence (Normal Order)	Inverted Sentence (Advanced Version)
Under no circumstances	You should not share your password with anyone.	Under no circumstances should you share your password with anyone.
Seldom	We see such a talented young musician.	Seldom do we see such a talented young musician.
No sooner	We had just arrived at the station when the train left.	No sooner had we arrived at the station than the train left.
Only when	I saw the results, and I realized how much effort was needed.	Only when I saw the results did I realize how much effort was needed.

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2 SENTENCE STRUCTURE – HOW TO FORM INVERSION

◆ NORMAL STRUCTURE:
SUBJECT + VERB + OBJECT

◆ INVERTED STRUCTURE:
NEGATIVE ADVERBIAL + AUXILIARY VERB + SUBJECT + MAIN
VERB

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2 SENTENCE STRUCTURE – HOW TO FORM INVERSION

◆ FORMULA FOR INVERSION:

Adverbial	Auxiliary Verb	Subject	Main Verb
Not only	did	she	complete the project
Hardly	had	I	sat down
Seldom	do	we	see
No sooner	had	we	arrived
Under no circumstances	should	you	share

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USED TO EMPHASISE A STATEMENT

★ EXAMPLE SENTENCES:

- **NOT ONLY DID** SHE PASS THE EXAM, BUT SHE ALSO GOT THE HIGHEST SCORE.
 - **RARELY HAVE** I SEEN SUCH AN INCREDIBLE PERFORMANCE.
- ◆ RULE: INVERSION HAPPENS WHEN THE AUXILIARY VERB [DID/HAVE] COMES BEFORE THE SUBJECT.

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★ MORE EXAMPLE SENTENCES:

- NOT ONLY DID SHE COMPLETE THE PROJECT ON TIME, BUT SHE ALSO RECEIVED AN AWARD FOR IT.
- HARDLY HAD I SAT DOWN WHEN THE PHONE STARTED RINGING.
- LITTLE DID HE KNOW THAT HIS DECISION WOULD CHANGE HIS LIFE FOREVER.
- UNDER NO CIRCUMSTANCES SHOULD YOU SHARE YOUR PASSWORD WITH ANYONE.
- SELDOM DO WE SEE SUCH A TALENTED YOUNG MUSICIAN.
- NO SOONER HAD WE ARRIVED AT THE STATION THAN THE TRAIN LEFT.
- ONLY WHEN I SAW THE RESULTS DID I REALISE HOW MUCH EFFORT WAS NEEDED.

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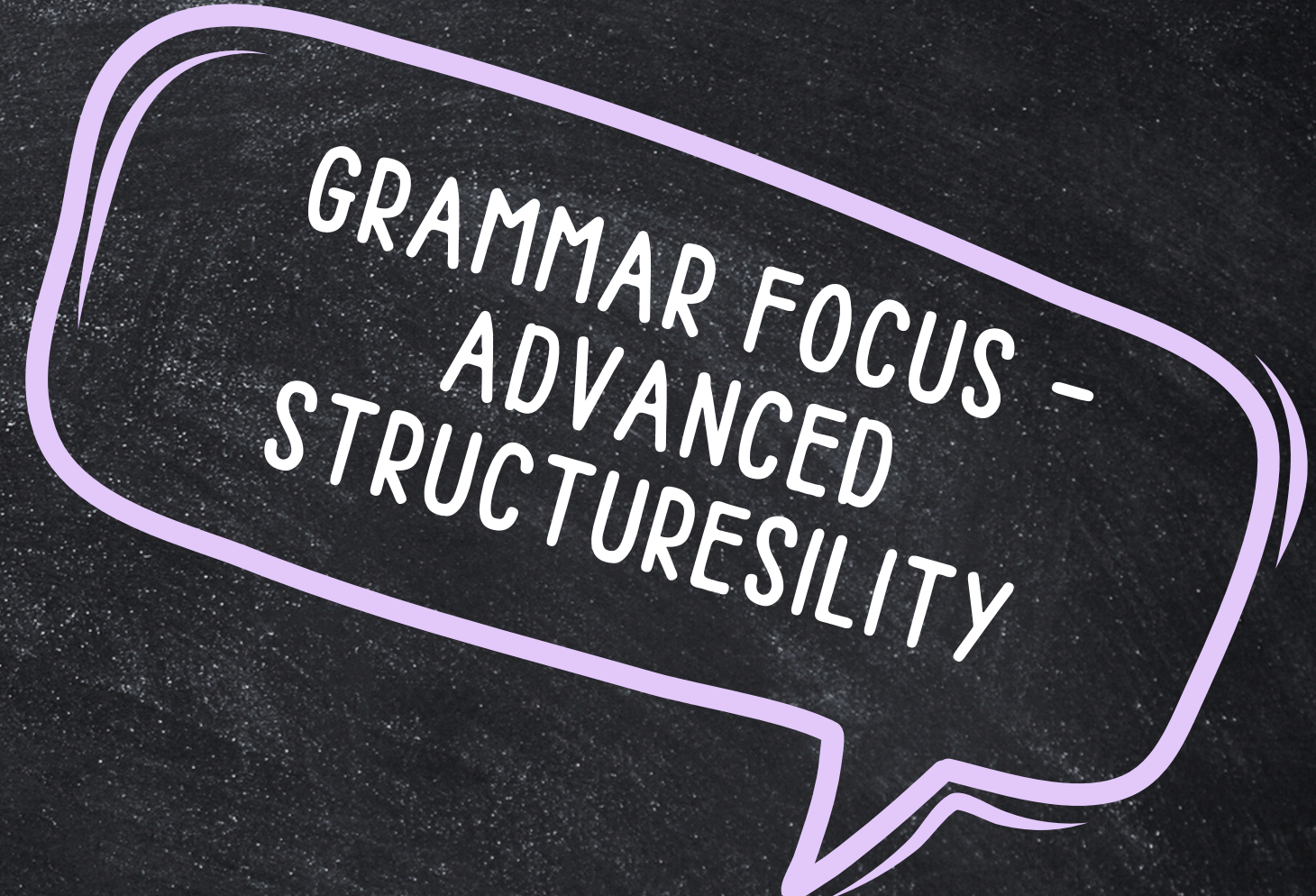
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A. INVERSION – SOUND MORE ADVANCED

◆ RULE REMINDER:

THE AUXILIARY VERB [DID/HAVE/SHOULD/WOULD] COMES BEFORE
THE SUBJECT.

THESE STRUCTURES ARE TYPICALLY USED IN FORMAL OR
ACADEMIC ENGLISH.



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A. INVERSION – SOUND MORE ADVANCED

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3 TASK: REWRITE THE SENTENCES USING INVERSION

1. I HAVE NEVER HEARD SUCH AN INSPIRING SPEECH.
2. SHE REALIZED THE IMPORTANCE OF TIME MANAGEMENT ONLY AFTER FAILING THE EXAM.
3. WE HAD JUST STARTED DINNER WHEN THE GUESTS ARRIVED.
4. YOU SHOULD NOT ENTER THE RESTRICTED AREA UNDER ANY CIRCUMSTANCES.
5. HE RARELY SPEAKS IN PUBLIC.
6. I UNDERSTOOD HOW DIFFICULT THE TASK WAS ONLY WHEN I ATTEMPTED IT MYSELF.
7. THE TEACHER HAD NO SOONER EXPLAINED THE EXERCISE THAN THE BELL RANG.

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✓ ANSWER KEY:

1. NEVER HAVE I HEARD SUCH AN INSPIRING SPEECH.
2. ONLY AFTER FAILING THE EXAM DID SHE REALIZE THE IMPORTANCE OF TIME MANAGEMENT.
3. NO SOONER HAD WE STARTED DINNER THAN THE GUESTS ARRIVED.
4. UNDER NO CIRCUMSTANCES SHOULD YOU ENTER THE RESTRICTED AREA.
5. RARELY DOES HE SPEAK IN PUBLIC.
6. ONLY WHEN I ATTEMPTED IT MYSELF DID I UNDERSTAND HOW DIFFICULT THE TASK WAS.
7. NO SOONER HAD THE TEACHER EXPLAINED THE EXERCISE THAN THE BELL RANG.

B. Participle Clauses – Make Sentences More Fluent

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1 What Are Participle Clauses?

A participle clause is a type of dependent clause that shortens sentences and makes them sound more advanced and natural.

Instead of using longer, separate sentences, we can use present or past participles (-ing and -ed forms) to connect ideas more fluently.

✓ Why use participle clauses in the B2 exam?

- They eliminate unnecessary words and make writing more concise.
- They improve fluency in both speaking and writing.
- They show a higher level of grammatical knowledge, which can increase your score in the exam.

B. Participle Clauses – Make Sentences More Fluent

2 How to Form a Participle Clause

There are three types of participle clauses:

A. Present Participle Clauses [-ing form] → Active Meaning

We use the present participle [-ing] when two actions happen at the same time or when one action causes another.

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Longer Sentence	With Participle Clause
Because she was feeling tired, she went to bed early.	Feeling tired, she went to bed early.
As he was walking down the street, he saw an accident.	Walking down the street, he saw an accident.
Since I didn't know the answer, I stayed silent.	Not knowing the answer, I stayed silent.

B. Participle Clauses – Make Sentences More Fluent

2 How to Form a Participle Clause

 Formula:

Present participle [verb + -ing] + rest of the sentence

✓ Key Uses of Present Participle Clauses:

- To explain a reason [Feeling sick, she stayed home.]
- To describe an action happening at the same time [Walking to work, I listened to a podcast.]

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B. Participle Clauses – Make Sentences More Fluent

B. Past Participle Clauses [-ed form] → Passive Meaning

We use past participle clauses when the action is passive (the subject receives the action).

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Longer Sentence	With Participle Clause
Because it was built in the 18th century, the castle is a tourist attraction.	Built in the 18th century, the castle is a tourist attraction.
Since she was shocked by the news, she couldn't speak.	Shocked by the news, she couldn't speak.
Because they were damaged by the storm, the roads were closed.	Damaged by the storm, the roads were closed.

B. Participle Clauses – Make Sentences More Fluent

2 How to Form a Participle Clause



Formula:

Past participle [verb + -ed] + rest of the sentence



Key Uses of Past Participle Clauses:

- To describe conditions or results [Tired after work, she went to bed early.]
- To provide background information [Built in 1820, the house is now a museum.]

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B. Participle Clauses – Make Sentences More Fluent

C. Perfect Participle Clauses (Having + Past Participle) → Sequence of Actions

We use perfect participle clauses (having + past participle) when one action happens before another.

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Longer Sentence	With Participle Clause
Because she had finished her work, she left early.	Having finished her work, she left early.
Since he had lived in Spain for years, he spoke fluent Spanish.	Having lived in Spain for years, he spoke fluent Spanish.
After they had completed the project, they celebrated.	Having completed the project, they celebrated.

B. Participle Clauses – Make Sentences More Fluent

2 How to Form a Participle Clause

 Formula:

Having + past participle + rest of the sentence

 Key Uses of Perfect Participle Clauses:

- To show the first action happened before another (Having studied all night, he felt exhausted.)
- To avoid repeating the subject in complex sentences (Having missed the bus, she took a taxi.)

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B. Participle Clauses – Make Sentences More Fluent

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3 When to Use Participle Clauses?

- ✓ When you want to shorten sentences and sound more fluent
- ✓ When you want to avoid repetition
- ✓ When writing formal or academic texts

B. Participle Clauses – Make Sentences More Fluent

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4 Practice: Rewrite These Sentences Using a Participle Clause

1. Since I was late, I took a taxi.
2. After she had studied for hours, she took a break.
3. Because he didn't understand the instructions, he made a mistake.
4. Since she was impressed by the presentation, she offered him a job.
5. As he was leaving the office, he received a phone call.

B. Participle Clauses – Make Sentences More Fluent

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✓ Answer Key:

1. Being late, I took a taxi.
2. Having studied for hours, she took a break.
3. Not understanding the instructions, he made a mistake.
4. Impressed by the presentation, she offered him a job.
5. Leaving the office, he received a phone call.

C. Cleft Sentences – Emphasising Key Information

◆ Cleft Sentences – Emphasizing Key Information

Cleft sentences are used to highlight specific parts of a sentence in order to add emphasis. In English, cleft sentences allow us to stress a particular element of a sentence, whether it's the **subject, object, place, or time**, depending on what we want to emphasise.

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C. Cleft Sentences – Emphasising Key Information

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1 What Are Cleft Sentences?

A cleft sentence is a sentence that has been **split** into two parts (or clauses) to place emphasis on a particular piece of information. The two parts are connected using structures such as "**it is/was**" or "**what**".

Cleft sentences are often used when:

- You want to emphasise one specific element of the sentence.
- You want to shift the focus of the sentence.
- You want to sound more formal or academic.

C. Cleft Sentences – Emphasising Key Information

2 Types of Cleft Sentences

There are two main types of cleft sentences:

A. It-Cleft Sentences

An it-cleft sentence uses the structure “It is/was + [emphasized information] + [the rest of the sentence].” This form is commonly used to highlight a subject, object, or adverbial phrase.

Structure of It-Cleft Sentences:

It is/was + [emphasized element] + [that/who/where + rest of the sentence]

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C. Cleft Sentences – Emphasising Key Information

2 Types of Cleft Sentences

Examples of It-Cleft Sentences:

1. Emphasising the subject

- Normal sentence: She won the competition.
- Cleft sentence: It was she who won the competition.
- [Here, we are emphasizing "she" as the winner.]

2. Emphasising the object

- Normal sentence: I saw the movie last night.
- Cleft sentence: It was the movie I saw last night.
- [Here, we're focusing on the movie itself, not the subject.]

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C. Cleft Sentences – Emphasising Key Information

2 Types of Cleft Sentences

Examples of It-Cleft Sentences:

3. Emphasising a place

- Normal sentence: We visited Paris last summer.
- Cleft sentence: It was Paris that we visited last summer.
- [Here, the focus is on the place "Paris" as the key information.]

4. Emphasising a time

- Normal sentence: They arrived late..
- Cleft sentence: It was late when they arrived.

[The focus is now on the time they arrived, i.e., "late."]

C. Cleft Sentences – Emphasising Key Information

2 Types of Cleft Sentences

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Example Structure Breakdown:

- **It is/was:** The main structure to begin the cleft sentence.
- **Emphasised element:** The part of the sentence you want to stress [subject, object, time, etc.].
- **That/who/where + rest of the sentence:** The rest of the information that completes the meaning.

C. Cleft Sentences – Emphasising Key Information

B. What-Cleft Sentences

A what-cleft sentence uses the structure "What + [emphasized information] + [verb]..."

This form is often used to focus on a whole idea or event rather than a single element like the subject or object. It helps highlight specific details.

Structure of What-Cleft Sentences:

What + [emphasized element] + [verb]

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C. Cleft Sentences – Emphasising Key Information

B. What-Cleft Sentences

Examples of What-Cleft Sentences:

1. Emphasising the entire action/event

- Normal sentence: He gave a very generous donation to the charity.
- Cleft sentence: What he gave to the charity was a very generous donation.
- [The focus here is on the action, "what he gave."]

2. Emphasising an experience

- Normal sentence: I experienced a lot of stress during my exam preparation.
- Cleft sentence: What I experienced during my exam preparation was a lot of stress.
- [Here, the emphasis is placed on the experience itself, "what I experienced."]

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C. Cleft Sentences – Emphasising Key Information

B. What-Cleft Sentences

Example Structure Breakdown:

- What: The keyword that introduces the cleft sentence.
- Emphasised element: The part of the sentence you want to highlight (action, event, etc.).
- Rest of the sentence: The additional detail or information that follows.

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C. Cleft Sentences – Emphasising Key Information

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3 Why Use Cleft Sentences?

1. To Emphasise Specific Information

When you want to draw attention to a particular detail (e.g., who did something, what happened, when it happened), cleft sentences help you do this effectively.

2. To Avoid Repetition

You can use cleft sentences to avoid repeating subjects or objects in complex sentences.

3. To Sound More Formal or Sophisticated

Cleft sentences help you express ideas in a more formal, academic, or structured way, which is useful in exams like the B2 Cambridge.

4. To Create Focus in Speaking and Writing

Using cleft sentences in both speaking and writing allows you to control the focus of your message and makes your speech or writing sound more organized and fluent.

C. Cleft Sentences – Emphasising Key Information

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4 Practice: Transform These Sentences Into Cleft Sentences

1. Normal sentence: He passed the exam with flying colors.

- Cleft sentence:

2. Normal sentence: I read the book yesterday.

- Cleft sentence:

3. Normal sentence: They built the house in 1990.

- Cleft sentence:

4. Normal sentence: She traveled to Japan last year.

- Cleft sentence:

5. Normal sentence: I saw a movie with my friends last weekend.

- Cleft sentence:

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C. Cleft Sentences – Emphasising Key Information

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✓ Answer Key:

1. It was he who passed the exam with flying colors.
2. It was the book I read yesterday.
3. It was in 1990 that they built the house.
4. It was Japan that she traveled to last year.
5. It was with my friends that I saw a movie last weekend.